



# **Policy**

  

# **Behaviour**

**Adopted – March 2012**

**Last reviewed – Spring 2016**

**Member of staff responsible: Head Teacher**

**Review Date: Spring 2017**

## Introduction

The behaviour of children at Barrow 1618 Primary Free School is generally excellent. Our children are kind, courteous, and sympathetic to the needs of others. They take pride in their school, their work and their environment. Occasionally the behaviour of a small minority of pupils causes concerns. The aims of this policy are to promote and develop the good behaviour of the majority of our pupils whilst offering guidance and strategies that may manage the inappropriate behaviour of the few.

## Aims

### **The aims of this policy are to:**

- Create a positive atmosphere where children feel happy and secure.
- Help children realise what they do matters.
- Develop their self –control which is essential to good behaviour.
- Develop respect for others regardless of their race, gender or physical ability.
- Develop respect and consideration for the property of others.

### **We are a school where every child matters, is valued and is able to shine**

The school's ethos is one where a positive attitude of care and understanding is promoted, where Christian values are pivotal to the life of the school and where adults and children respect the faith and culture of other people. Children are always encouraged, motivated and supported to achieve the best they can in all aspects of the curriculum. We aim to develop a curriculum with learning and teaching outside of the classroom at its heart and where Christian Values lead the actions of the whole school community.

At Barrow 1618 Primary Free School we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster:

- A high level of literacy and numeracy and an enquiring mind which wants to learn more each day;
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who understand and celebrate diversity and respect others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all;

### **Our vision will be realised by:**

- Creating a safe and healthy learning environment; so that every child will know that they are valued, will enjoy learning, aspire to and achieve high standards and make excellent progress.

- Providing innovative and creative cross curricular education opportunities for all learners and enabling their independence as learners.
- Developing a flexible approach to teaching and learning within school and in the community thereby ensuring a rich variety of educational experience.
- We encourage an openness of attitudes towards the community in which the school is situated and concern for the needs and opportunities of the wider world.

The implementation of this vision will be the foundation from which our children will become successful learners, confident individuals and responsible citizens of the future.

### **General Code Of Conduct**

An agreed code of conduct is necessary for a school to function efficiently and for all children to develop to their full potential both socially and academically. We will develop our school code of conduct in collaboration with children, staff, and parents. This code of conduct will be applied consistently and fairly and will primarily be the responsibility of the teaching staff. Other adults who are also in a position of authority will use this code of conduct, in particular the lunch time supervisors who have the care and safety of the children at lunch time as their prime responsibility.

The school has adopted a 'Home-to-School Agreement', which every family must read and sign, to demonstrate their commitment to the school's values and expectations.

### **What We Do Matters**

Each classroom will display our behaviour code (The 'Barrow Values') so that adults and children alike are fully aware of the aims and expectations of our school.

#### **We will:**

Be kind and caring

Always be polite and show good behaviour

Show respect for our school and other people's belongings

Treat others how you would like to be treated

Always try to do our best and have fun!

### **Rewards**

The Elton report (1989) stressed the need to establish within a school's behaviour policy, a system for rewarding appropriate behaviour and work. If certain behaviours are deemed to be undesirable and, thus, liable to be punished, it follows that desirable or "good" behaviour or work should be made as attractive as possible and rewarded. The Elton report also stated that any reward (like sanctions) should be appropriate to the particular behaviour and should take into consideration the age, abilities and personality of the individual child. Consequently, it is neither desirable nor possible to establish a definitive hierarchical list of rewards that can be used in every

particular instance. A variety of rewards should be used as, for example, one child may value praise from a teacher whilst another attaches little or no value to it. Furthermore, repetition of the same reward can lead to boredom and loss of incentive.

As we have seen above, the rewarding of good behaviour and good work is an essential part in the promotion of an effective behaviour policy. The form of reward given has to be decided by the person (usually the class teacher) who identifies work or behaviour that is worthy of reward. However, there will be instances when other adults (or even the child's peers) will recognise the need for reward. Peripatetic music teachers, ancillary assistants, lunchtime supervisors and other teachers who come into contact with the children are all in a position to recognise good work and behaviour. They should be encouraged to reward children when they perceive good behaviour. In particular, since inappropriate behaviour is often observed during lunch times, Lunchtime Supervisors should be encouraged to inform a child's class teacher if they have seen particularly good behaviour from an individual. Lunchtime Supervisors can give rewards to children behaving very well.

The most obvious reward when good behaviour is observed is praise. Very often this is the most effective form of recognition as it is immediate and public. A simple "well done" together with a smile can in many cases achieve much. Another, related, form of praise is the sharing of good work or behaviour with the child's classmates. This public recognition adds to the kudos of the child and sends signals to the other children as to what is expected. Additionally, we will involve other adults in the "celebration" of the child's esteem. Children can also be sent to the Head for additional praise and to receive a Head Teacher's Reward. In Key Stage 1 the class teacher uses these stickers as a visible sign of praise or achievement. There are other strategies and rewards that the class teacher can employ to reward children. These might include:

- "Free time" on a favourite activity
- Helping other children on a task
- Informing parents of a particular success
- Star charts
- Table Points

Additionally, older children are encouraged to bring in copies of certificates or photographs of their particular interests and achievements outside of school. This helps them to self-regulate their own behaviour and work.

The overriding purpose of any reward system is to increase desired behaviour and to promote good work. Class teachers and other adults in school need to use their discretion when deciding whether or not to reward a child, and what form that reward should take. The individual needs of the child must be taken into account and the type of reward (as in sanctions) tailored to fit that need. However, there are basic principles that should be borne in mind when setting rewards: - The reward should be, as far as possible, consistent; rewards

should be varied; all children should feel that they can gain rewards.

### **School Rules**

The 'Barrow Values' are entrenched in Christian Values and are often drawn upon during worship to exemplify bible stories. These Values are:

- Imagine
- Push Yourself
- Don't Give Up
- Concentrate
- Try New Things
- Improve
- Understand Others
- Work Hard

Teachers use these values to communicate expectations and to tackle instances of undesirable or unacceptable behaviour.

### **Communication to parents**

Children's behaviour, whether positive or negative will be regularly communicated to parents. This communication takes varied forms and will include incidental discussions at the starts or ends of the school day, formal meetings where a child's behaviour is causing concern and school has taken the decision to instigate a particular action to tackle that behaviour or through home-school diaries, where a brief message may be communicated between the parent and the teacher. The school facilitates three parent consultation events throughout the academic year and this, along with the formal child's annual report, are also opportunities to discuss a child's behaviour and social and emotional development.

### **Sanctions**

Whilst the major concern of this policy is to promote appropriate behaviour amongst our children, there will, unfortunately, be occasions when sanctions are applied to those whose behaviour lets them down. In such cases the sanctions will be applied sparingly and in a manner that is a fair and consistent. Every attempt will be made to establish the reasons behind the inappropriate actions and to help the child prevent a reoccurrence.

Sanctions for unacceptable behaviour will vary depending on the age of the child, the nature and intent of the incident, the context of the incident and the child's understanding and acceptance of their wrongdoing. Sanctions will typically focus on the removal of privileges, whilst the child pays particular focus on remedying their mistake or taking appropriate steps to understand and make amends for their actions. Such sanction may include:

- Loss of some playtime

- Temporary relocation, away from peers
- Child's name on the whiteboard, or in a behaviour book
- Time in another classroom
- A visit to the Head Teacher's Office to discuss the behaviour

More serious actions such as verbal rudeness, bullying, violence and aggression, damage to property are considered to be unacceptable behaviour to both children and adults. Where these are 'one off' or out of character incidents, the sanctions given by teachers in-class may be sufficient, along with a severe reprimand from the Head and a letter to parents. However, when these incidents become persistent (e.g. occurring daily) and a behavioural / emotional difficulty is obviously arising, the school policy for Special Educational Needs will be followed in line with the Code of Practice for Special Educational Needs:

The school also maintains the right to refuse to have children on the premises at lunch time when their behaviour is a threat to the safety of themselves or others.

In many cases a behaviour modification programme may be sufficient to bring about an acceptable change of behaviour. If problems persist, the above procedure and SEN policy will provide sufficient evidence for statutory assessment for a Statement of the child's difficulties. The modification must involve the child working towards success, and will probably also involve monitoring from other teaching and/or ancillary staff. In extreme cases the school would seek external assistance as soon as possible to avoid a possible exclusion, but this option will always remain open to the Head where it is considered that the child is a danger to herself or others.

All teaching staff supervisors and ancillaries should be aware of the procedures and know that a common policy of approach will be in place to support both adults and children. Where a particular child's behaviour is causing concern, the Head in consultation with the class teacher, will devise a strategy for the management of the child's behaviour. This will be communicated to all teaching staff so that they will know how to respond to the child's behaviour.

It is unacceptable to allow inappropriate behaviour to persist. It should be tackled from the outset and procedures implemented so that modifications are neither ignored nor carried on indefinitely.

### **Discipline: the Curriculum and Classroom Management**

It is essential to develop a positive classroom atmosphere in order to promote good discipline. There are proven and distinct links between the quality of the delivered curriculum and good behaviour. Good behaviour can be linked with a child's motivation to learn. Consequently, a child who feels that they are failing at school or who sees what the school has to offer as irrelevant may become a behaviour problem. The careful planning and delivery of the

curriculum is essential to maintain motivation and enhance the child's chances of success.

**Key factors in this are:-**

- Interest
- Differentiation
- Relevance
- Breadth
- Balance
- Accessibility

A teacher's general competence can have a strong influence on behaviour especially in the following areas:-

- Knowledge of the subject being taught
- Planning and delivering a differentiated curriculum
- Empathising with children and encouraging learning and good behaviour
- Dealing quickly, firmly and fairly with inappropriate behaviour

**A positive classroom atmosphere can be created and enhanced by:-**

- Knowing the children as individuals - their personalities, interest and friends
- Paying careful attention to the grouping of children
- Matching the planned work to the children's needs and abilities
- Being enthusiastic and using humour
- Involving the children, as far as possible, in the formulation of the class rules
- Using praise to promote good work as well as good behaviour

**Being Aware**

It is the job of everyone in our school to ensure that children are well behaved and that they receive the care and attention they deserve. Staff and children are urged to look out for lonely or unhappy children; these are just two of the symptoms of a child who is troubled.

Children must be encouraged to tell others if they are unhappy or in any way bullied. All such enquiries will be followed up, investigated and, if necessary, steps taken to put matters right.

**Summary**

This document seeks to formalise the philosophy and good practices which will take place at Barrow 1618 Primary Free School. It is intended to be built upon the belief that the promotion of Christian Values and self-discipline through positive reinforcement of good behaviour is the most effective way of promoting caring and responsible attitudes in our children.

**Approval by Governing Body and Review Date**

This Policy has been formally approved and adopted by the Governing Body at a formally convened meeting of the Curriculum Committee with delegated powers.

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Adopted on: April 2013 by the Curriculum Committee

Member of staff responsible: Head Teacher

Date: February 2015

Review date: Spring 2016